

DOCUMENT RESUME

ED 340 242

FL 019 965

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TITLE Schemes of Work. Pathfinder 3.
INSTITUTION Centre for Information on Language Teaching and Research, London (England).
PUB DATE 90
NOTE 34p.
AVAILABLE FROM Centre for Information on Language Teaching and Research, Regent's College, Inner Circle, London NW1 4NS, United Kingdom (3.95 British pounds).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrative Organization; Check Lists; Classroom Techniques; Course Content; *Curriculum Design; Elementary Secondary Education; Foreign Countries; Grading; Instructional Materials; *Policy Formation; Program Development; Program Evaluation; Scheduling; School Policy; *Second Language Instruction; *Staff Utilization; Student Evaluation
IDENTIFIERS *United Kingdom

ABSTRACT

A method for designing a foreign language program is presented. The guide is intended for use at the department level in British schools and based on new national curriculum requirements for modern language instruction. The resulting program should be a team effort, relate to the general philosophy and curricular policies and objectives of the school and district, define aims and objectives at all stages and abilities, give guidance on appropriate methods and use of resources, enumerate assessment policy, coordinate with national programs and testing, and be regularly monitored and updated. It should serve school and department assessment procedures and act as a tool for developing policy and curricula, ensuring program cohesion, monitoring and improving practice, reporting progress, and interpreting policy and methods. Four broad aspects of program development are addressed in some detail. These include using specific national curriculum guidelines for curriculum and program design; consultation and drafting of the scheme; defining program specifications for policy, administration, and curriculum; and creating a framework for designing the program. A series of checklists is provided to help incorporate all needed components in the program, including department-level considerations, administrative needs, organization, policy, and assessment. A matrix for outlining course and unit details is also included. (MSE)

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Schemes of work

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First published 1990

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ISBN 0 94800

Cover by Logos Design & Advertising

Printed in Great Britain by Direct Printers Ltd.

Published by Centre for Information on Language Teaching and Research,
Regent's College, Inner Circle, London NW1 4NS.

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Contents

	<i>Page</i>
Introduction	1
1 Criteria for the scheme	3
2 Writing the scheme: important current considerations	5
3 Writing the scheme of work: aspects of the process	13
4 Writing the scheme of work second stage: defining contents	16
5 Writing the scheme of work: itemised checklists	20

Introduction

This book is meant as a support and encouragement to departments who are in the process of developing their schemes of work - or, more accurately, of putting them on paper in a clear and systematic form.

The national curriculum modern languages working group report is the latest in a series of reports in which the need for language departments to develop coherent schemes of work is emphasised.

Modern foreign languages to 16 (Curriculum Matters 8, May 1987) gave the HMI view:

Teachers need to have clear aims, agreed methods and appropriate expectations of pupils of differing abilities. For these purposes a scheme of work is an essential tool. It defines the agreed aims and objectives for all stages and abilities, gives guidance on appropriate methods and on the use of resources, and sets out the policy for assessment. A scheme of work needs to be revised regularly through reviews of practice and consultation within the department, procedures which provide valuable opportunities for the involvement and professional development of all its members. (para 20)

Modern languages in the school curriculum (1988) gives the government's initial view of languages in the national curriculum, proposing strategies for the promotion of languages by LEAs, headteachers and governing bodies. This report emphasises the increased degree of accountability of individual schools to their LEA's monitoring and inspection agencies, as well as to criteria established by national legislation, and to their own governing bodies and parents, which characterises the Education Reform Act.

The national curriculum modern languages working group lists criteria for good practice in language teaching. These come first:

- *Teaching approaches are consistent across the department.*
- *A well ordered and adaptable scheme of work has been produced jointly by members of the department. It describes the agreed objectives, the progression expected for learners of all abilities, and the resources and teaching methods designed to achieve it.*

It is clear, then, that in the context of the national curriculum a detailed and coherent scheme of work is an essential requirement for the effective languages department. It must be for individual departments to decide exactly how they intend to express their schemes of work; in many cases they will be following a format agreed within their schools.

But what is certain is that it is not acceptable for the scheme of work to exist in the form of a mutual understanding among members of a department, however effectively those individuals may work together. Well-documented schemes are not only good practice in terms of continuity, cross-curricular initiatives, etc; they are an essential aspect of the ERA principle of accountability.

1 Criteria for the scheme

It is not possible to discuss the development of schemes of work without addressing issues of good practice, in terms of the classroom, of effective departmental leadership, and of the management of whole school curriculum development. The effective scheme of work must be far more than a mere syllabus of work to be completed. At the minimum it should clearly communicate the department's philosophy, its objectives and criteria for good practice, and its methodologies and resources. It should reflect the department's capacity to function and develop as a team; built into it should be evidence of responding to the needs of the individual institution, as well as an awareness of the wider current issues which languages teachers need to address.

To summarise, a scheme of work should:

- be developed by joint effort within a department, so that members feel ownership of the scheme;
- relate to the general ethos and curricular policies and objectives of the school and LEA;
- define agreed aims and objectives of all stages and abilities;
- give guidance on appropriate methods and on the use of resources;
- set out the policy for assessment;
- cohere with national programmes of study, requirements of SATs, record of achievement schemes and other graded objective schemes;
- be regularly monitored for effectiveness, and for its relationship to actual classroom practice;
- be regularly updated.

It must service the needs of:

- school assessment procedures;
- department assessment procedures: daily and weekly marking; acquisition of skills, topic areas, lexical and grammatical items; skill level for task differentiation; pupils' rate of success in oral activities, group and pairwork, etc; procedures for recording assessment results.

And from year 10 it must satisfy the needs of public examinations.

It must fulfil the function of:

- a tool for developing coherent ideas on policy, methodology, priorities, subject matter, etc;
- a basis for pooling expertise, sharing workloads, and apportioning responsibility;
- a means of ensuring a cohesion of approach, objectives, teaching methods and standards among colleagues;
- a device for monitoring the effectiveness of current practice;
- a means of expressing the department's work to other departments, to newly-appointed colleagues, to headteachers and curriculum managers, parents, governors, advisers and inspectors;
- a device for interpreting into practice the guidelines of local policies, national criteria, national curriculum, desirable methodology, etc.

2 Writing the scheme: important current considerations

The National Curriculum Report

The Modern Languages Report says much which endorses the best of teacher-led developments in language teaching in recent years, and which builds on recommendations made in previous reports. It would be unwise, at this stage, to envisage constructing departmental schemes of work without carefully examining the report's recommendations.

Since the introduction of the GCSE criteria, which in turn arose from the Graded Objectives movement, the structure of language courses has been increasingly dominated by the list of sixteen or so topics. The recommendations of the working group are based partly on an extended agenda of desirable practice, and partly on the need to discuss the teaching and assessing of languages in the national curriculum in terms which link with those pioneered by TGAT, Kingman and Cox.

The structure of the approach to language learning proposed by the report must fundamentally influence the way in which schemes of work should be expressed. It is worthwhile briefly summarising that structure here:

★ Profile components and attainment targets

There are TWO profile components: each profile component contains TWO attainment targets.

PC1: USING SPOKEN LANGUAGE

AT1: Understanding spoken language and responding appropriately
(not necessarily verbally)

AT2: Expressing oneself effectively in speech

PC2: USING WRITTEN LANGUAGE

AT3: Understanding written language and responding appropriately
(not necessarily in writing)

AT4: Expressing oneself effectively in writing

★ **Statements of attainment** define the linguistic skills and processes which pupils need to develop as they progress through the **ten levels of attainment**.

★ **Programmes of study** are the descriptions of linguistic content and knowledge (phrases, structures, etc) for each language. The programmes of study apply simultaneously to all four attainment targets. Programmes of study are approached from two points of view:

- Teaching and learning strategies and activities
- Content of language courses

There should be a variety of **approaches and activities**, designed to make learners increasingly more confident. Suggestions for approaches and activities are grouped together under the following headings:

- Skills and processes
- Comprehension and communication strategies
- Co-operation and interaction
- Intrinsic interest and independent learning
- Awareness of language and of the learning process
- Cultural awareness

Course content (vocabulary, topics, structures, etc) is expected to vary across languages, in order to reflect cultural differences. But there is a proposed common element across languages consisting of seven **areas of experience**:

- Everyday occupations
- Personal and social life
- The environment
- The world of work
- The world of communications and technology
- The international world
- The world of imagination and creativity

A number of **topics** accompanies each area of experience. All seven areas apply to all attainment targets at all levels, and all seven should be 'visited' at least once a year.

★ **Assessment** is a continuous process, both formal and informal. The results of formal assessments are reported at the end of each key stage. Progress through the levels is likely to be uneven, so no pupil's progress should be

evaluated by means of a single test, but over a range of tasks, language areas, and time.

★ **Standard attainment tasks (SATs)** will need to be developed for each of the nineteen languages. They should:

- encourage use of target language;
- be in the form of tasks which, in the main, assess progress in all four attainment targets simultaneously;
- be sufficiently open-ended, to allow for a variety of topics and language forms to be used.

Cross-curricular themes and skills

The National Curriculum Council has identified a set of cross-curricular skills which apply to all curriculum areas:

- Personal and social education
- Multicultural perspectives
- The European dimension
- Citizenship
- Careers education and guidance
- Economic and industrial understanding
- Environmental education
- Health education

Departments need to show how they intend to incorporate the achievement of these objectives into their work, both in terms of curricular input and links with other departments. Obviously, the multicultural perspective and the European dimension will be of particular concern to language teachers.

The spiral approach

The national curriculum report suggests that progress through the Levels of Attainment and across Attainment Targets is likely to be 'cyclic and spiral rather than linear and parallel.' Throughout the report, the desirability of a **spiral** approach to the organisation of the learning experience - a planned continuous return to topics, areas of experience, profile components and attainment targets, as progress is made through the levels of attainment, and as pupils advance in confidence and maturity - is frequently stressed. The report recommends the keeping of records which show how activities, topics and areas relate to each

other. It recommends that all the 'areas of experience' are re-visited at least once a year.

The scheme of work needs to indicate some pattern for achieving this. Perhaps the most effective way to do this is to present a broad overall map of the course of study from years 7-11.

Differentiation

The national curriculum report supports the emphasis of earlier reports on the need for classroom tasks to be differentiated: that is to say there should be a range of tasks suitable for pupils of varying abilities and interests. The tasks for those pupils of more limited ability should nevertheless be useful and suitably demanding. They should not be time-filling, mechanical or insultingly simple. The needs of such pupils should not be considered as less important as the needs of their more able peers. The question of whether a language teaching class should or should not be a mixed ability grouping is a separate one: pupils grouped according to any system will vary in their needs sufficiently to necessitate differentiation.

A scheme of work needs to make clear reference to differentiation and indicate how it is to operate in the classroom. The extent of effective differentiation should be built into the department's self-monitoring system. However, it would be entirely impractical for tasks and activities to be listed for every topic area across the entire range of differentiation.

It may be worthwhile to take a sample unit of work and try to list an extensive range of differentiated tasks and objectives for it. This could be included in the scheme of work as an example of how differentiation can be achieved. The expectation would be clearly stated that the delivery of every unit of work should be similarly differentiated. This in itself would be a valuable joint departmental exercise, as the nature of differentiation is controversial:

- Should different kinds of pupils have entirely different tasks?
- Or can varying objectives be applied to the same tasks?
- How can we vary objectives without causing self-fulfilling prophecies in terms of attainment?
- How do we maintain the authenticity of more restricted tasks?
- How do we lead our pupils from the lower areas of differentiation to the higher ones?
- Or do we accept that some pupils are intrinsically less capable of linguistic development than others?

- What is the relationship between resourcing and differentiation?

In diversifying foreign language learning into community languages, differentiation needs to address the entire range of skills, from foreign language learners via intermediate and mother tongue users of the languages.

Groupwork, autonomy and the multitask classroom

The national curriculum report stresses that an important indicator of a pupil's progress is her/his increasing independence as a learner. The report quite properly emphasises that learners are more receptive when they have some control over the form and content of their learning experience. As an objective, this links well with aspects of the TVEI criteria: in order to play our part in helping our pupils become successful adults, we need to help them acquire the skills of collaboration, discussion, decision-making, problem-solving, etc. Given the obvious value of such strategies, and enabled as we are by technology to reproduce many sources of authentic language in our classrooms, there is obviously an increasing place for groupwork strategies in our classrooms. With imaginative use of aids such as audioactive cassette recorders, videorecorders and computers, it is possible for pupils to experience a range of activities of their own choosing, during the space of a single lesson or a group of lessons. This 'multitask' environment supports pupil autonomy, promotes collaborative skills, and aids differentiation. It has proven success with pupils of all abilities and levels of motivation, including those with special educational needs. It also has valuable spinoffs for assessment and homework, as pupils can take floppy discs and audio and videotapes from lesson to lesson, and between home and school. These are sophisticated concepts which require much planning, but which many teachers are already achieving. The means of creating successful learning environments of this kind should be reflected in the planning of objectives, the preparation of materials, and the conventions of classroom management, all of which processes need to be mapped in the scheme of work.

Monitoring and evaluation

Members of a department need to keep a record of their progress through the scheme of work with each class they teach. This is for monitoring, and in case of absence or staff changes. The format of the record keeping is for the department to decide.

The progress towards the completion of the scheme of work needs to be monitored, as does the relationship between objectives and practice. Monitoring needs to be carried out jointly by members of a department, frankly and without threat. Questions asked could centre around a topic, a group of lessons or one single lesson. Monitoring items could include:

- Was my presentation accessible for both boys and girls?
- Did it cater for the needs and respect the skills of bilingual and ethnic minority pupils?
- Did it transmit an authentic cultural image of the language's speakers? (e.g. in the case of French, the notion of 'Francophonie': French as a language spoken by Africans, Caribbeans, Canadians, etc.)
- How much target language did I speak?
- How much time did I spend talking to the class as a whole?
- How much time did pupils spend talking to each other in the target language?
- What strategies did I use for encouraging them to do so?
- How much authentic source material did the pupils have access to? e.g. in the form of:

reading continuous text (books, magazines, stories, etc)

reading non-continuous text (signs, adverts, brochures, menus, etc)

listening to tape recordings

watching videotapes.

- What variety of activities did I provide?
- How did I differentiate the objectives and tasks?
- How much of the material I used was:

spontaneous?

written on the board?

taken from the course book?

otherwise off the shelf?

homemade by me?

homemade by someone else?

taken from a departmental materials bank?

- Was I clear in my linguistic objectives before I began?
- Did I communicate them clearly to the pupils?
- Did I/the pupils achieve them?
- What were the problems re:
 - my preparation?
 - my skills?
 - backup from my Head of Department?
 - pupils' responses?
 - resources?
 - other factors?
- How will I modify my practice for the next unit?

An LEA basis for a scheme of work

Despite the increased autonomy which LMS has given to schools, collaborative curriculum development on an LEA basis can and should continue to flourish.

On the one hand, the LEA Adviser has now been replaced by the Inspector, with her/his legislatively imposed brief of monitoring the effective delivery of the national curriculum; also, schools which traditionally have been expected to co-operate with each other, for example in attending joint INSET events or sharing expertise, are now encouraged to compete with each other in a climate of open enrolment and market forces.

It is clear, however, that those LEAs which really understand the ERA legislation view the Inspector's new role as a combination of support and monitoring, within which there remains an important function of training and development for individuals and institutions. Within this support function, advisory teachers have an important part to play.

According to the Education Reform Act, each LEA needs to develop a coherent inspection policy, but it is also required to state the criteria for good practice against which the performance of schools, departments and individuals will be assessed. Legislation also sets requirements for schemes of work for each school.

In a climate of increased accountability, schemes of work will need to be expressed in a format which is accessible to each school's senior management, to governors, support teachers, parents, and LEA and HM Inspectors.

There is a need to respond to these directives and recommendations in a planned and coherent manner, ensuring participation and support at school and LEA level. In order to achieve this, it is sensible for departments, inspectors and advisory teachers to build on methods of working together which, hopefully, they have already established. It is to an LEA's advantage to devise common means of expressing its objectives, its curriculum content and its evaluation tools, so that it can make maximum use of its pooled expertise and resources.

The INSET aspect in an LEA context

These requirements for a scheme of work are demanding, and set targets which cannot be easily reached by those who are starting from scratch. Within their own departmental meetings, Heads of Languages need to discuss with their colleagues how they are to proceed, apportion tasks, identify needs, etc. They should agree on a deadline for defining their targets in terms of broad objectives and areas of responsibility. Heads of Languages need to meet jointly with the Inspector and Advisory Teacher in order to agree a time span for the completion of the project. Termly and yearly targets need to be set, with means of monitoring progress.

Periodic meetings need to be planned so that Heads of Languages can request expertise inputs, exchange problems and solutions, etc. Possibilities need to be explored for resourcing the production of schemes of work, especially with regard to training in wordprocessing and ensuring access to computers, and the cost of reprographics.

The production of the scheme of work needs to be linked to a process of examining and developing the methodologies used in the department. This process should pay due attention to the views of HMI (*Languages 11-16*), DES (*Modern languages in the School Curriculum*), the GCSE Criteria and syllabi, and the national curriculum report. Due attention also needs to be given to the increasing emphasis on the use of a language as an asset in employment, as in schemes for TVEI, Foreign Languages in Industry and Commerce (FLIC), and Foreign Languages at Work (FLAW).

It is appropriate for this process to be carried out in departmental meetings and also at meetings of Heads of Departments.

3 Writing the scheme of work: aspects of the process

It must be emphasised that this is a recommendation for devising tools for expressing and monitoring schemes of work for teaching any language, which modern languages departments can effectively and co-operatively use. Despite constraints on staffing and resources, LEAs will wish to implement the DES recommendations on diversification of languages taught. A framework is needed for expressing schemes of work regardless of the language in question.

There is no suggestion of a recommendation for standardised schemes of work across an LEA, or even among different languages. Neither does this imply a rigid or inflexible format; it is understood that each department needs room to respond to its own particular needs and to those of its pupils, as well as to the requirements of its own institution. The approach to schemes of work presented here underpins the process of response to those needs.

There are two issues at stake, which although related are also separate: on the one hand, defining and establishing good practice; on the other, finding the means to express the objectives, the tasks, the means, and the outcomes. It is inappropriate to propose a rigid structure and format for a scheme of work; what is essential is a checklist of items and criteria which must be addressed in a stage by stage procedure. The process of working towards and finally producing a scheme of work is a complex one with many problems. Here are a few of the underlying expectations:

- The whole department must have ownership of the scheme, as a result of a collaborative and consultative development process.
- The process of development of the scheme must at the same time grow naturally out of the department's work, and also inform and influence it. It must be closely linked to the department's development, in the context of national requirements, local and school-specific policies, and changes in the function and methods of modern language teaching.
- The scheme needs to connect coherently with the overall curriculum objectives of both the individual school and the LEA's concerted approach to teaching.
- It must show how it relates to national curriculum criteria, both subject-specific and cross-curricular.
- It must be effectively and clearly presented, to a high reprographic standard, in a format which is accessible and practical.

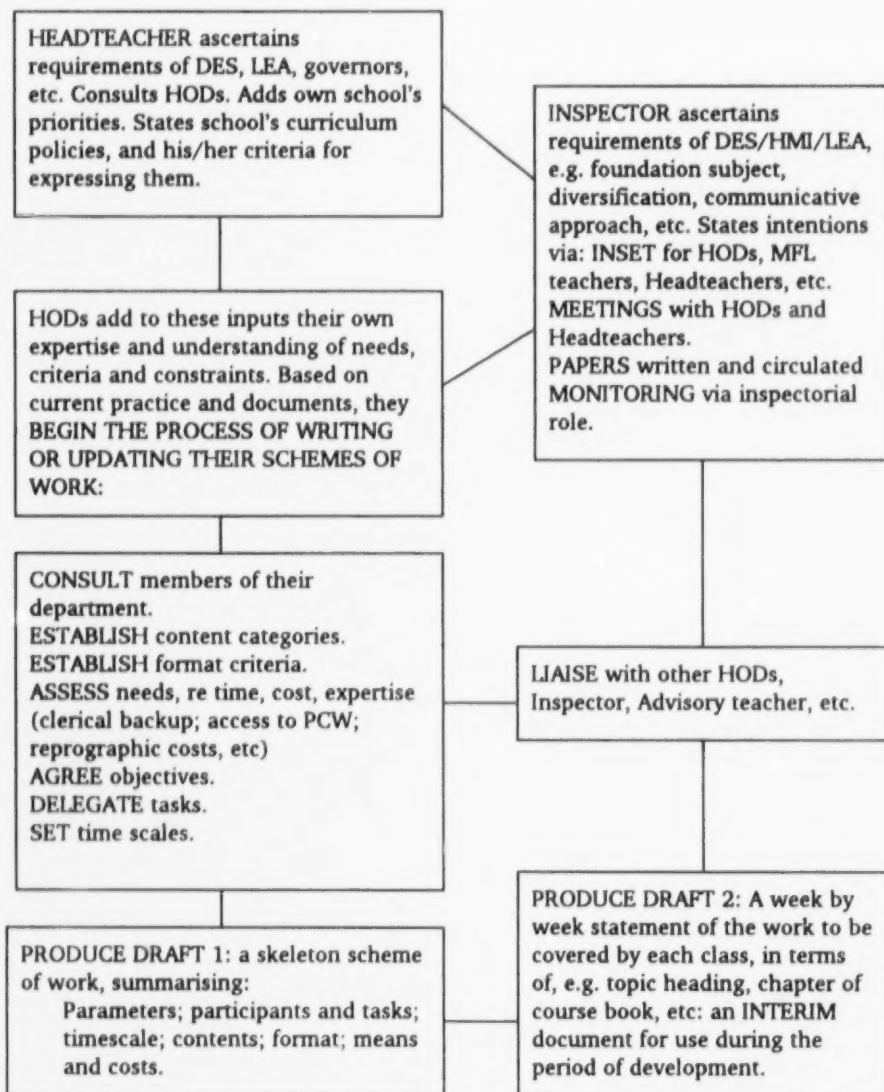
Departments need to consider the logistics of writing and disseminating such a document. It is recommended that departments use the IT facilities and expertise which exist within their own schools and resources centres. Help and advice on the use of word processors is usually available from the IT Inspector or Advisory Teacher.

A time-scale needs to be agreed for achieving the final document. It is inevitable that a fully-developed scheme of the kind envisaged here cannot be achieved quickly. Departments may well express misgivings about the time needed to develop the scheme of work, the cost involved, and the probable bulk of the final product. However, few if any departments will be starting from scratch, as all should have a document to which they are at present working, together with funds of experience and expertise. Each department needs to assess how far along the process it is at the moment, and to set its targets accordingly.

An interim scheme of work needs to be in place, which will define the work of the department while the final document is in preparation. Hence the suggestion of an interim process leading to the production of drafts 1 and 2. The process for arriving at these two drafts can be represented as follows:

WRITING THE SCHEME OF WORK

FIRST STAGE: CONSULTATION AND DRAFT



4 Writing the scheme of work second stage: defining contents

The term 'scheme of work' encompasses two distinct areas:

- The '**general information**' element of the programme of work: e.g. resources, staffing, timetables, budget, etc. This section could be called the department's '**handbook**'.
- The programme of work itself.

The handbook (general information section)

This should contain:

- ★ **A statement of the aims of the department**, in the context of the aims of the school and LEA, current definitions of good practice, and national requirements, both legal (National Curriculum) and professional (HMI, NFER etc).
- A brief statement outlining the department's current priorities, its major concerns, its main objectives for the current and next school year.
- ★ **An outline of the organisation of the school, and of the Department:**
 - If pupils are not taught in tutor groups, a description of the re-organisation.
 - Links (formal and informal) between languages and other areas of the curriculum (e.g. language awareness shared with the English department).
 - A list of members of the department, showing languages taught, languages known, responsibilities carried within and beyond the department; subjects other than languages taught and for what proportion of the week; proportion of week worked by part timers. The list to include details of peripatetic teachers working in the department.
 - Timetables of all department members.
 - A list of resources (e.g. CTRs, OHPs) allocated to the department, with details of their location.

- Procedure for booking the use of other equipment (e.g. videorecorder, micro) from the school's Media resources base.
 - Means of provision of stationery.
 - An outline of procedural expectations: the kind of classroom environment and atmosphere established by the department; expectations of pupil behaviour; procedures within and beyond the department for dealing with indiscipline. Department and school policies on punishment, referral, etc.
 - Departmental record keeping.
 - Dates and details of departmental meetings for the current school year.
- ★ **Assessment:** an outline of the department's assessment procedures: e.g. continuous assessment, marking of written work, recording of achievement in oral work, marking of homework, periodic tests, graded objective tests, etc and how they relate to statutory internal and external assessment, and the recording of progress at the end of each key stage.

The programme of work

For the very sound linguistic and cultural reasons listed in the national curriculum report, there need to be separate programmes of work for each language taught. These obviously need to be built on a format of year-by-year progression. Adherence to the recommendations of the national curriculum report would necessitate considering the frameworks of:

- Profile components
- Attainment targets
- Statements and levels of attainment
- Approaches and activities
- Areas of experience
- Topics
- Cross-curricular themes and skills
- SATs

The need for detailed and well-expressed departmental planning is highlighted when considering the complexity of this combination of frameworks. Extensive planning would also be required to ensure, as discussed in Chapter 2, that progress through the levels of attainment and across attainment targets within the vehicle of topics is cyclic and spiral, and that all seven areas of experience, which apply to all attainment targets at all levels, are 'visited' at least once a year.

Alongside these considerations, there remains the basic need to express progression in terms of the two parameters, **vocabulary** (phrases, structures, etc) and **grammar** (constructions, tenses, etc). The term 'grammar' is here used in the *descriptive* sense - the use of the structure of the language to define areas which need to be mastered, and where necessary to explain or help pupils infer patterns - rather than the *prescriptive* sense, i.e. the projection of the image of language as being driven by grammatical necessity.

The grammar and vocabulary parameters need to be defined by a basic list, for each year, of major functions to be mastered (e.g. accurate use of certain tenses) and language to be absorbed more incidentally, as a result of acquiring control of key phrases and vocabulary related to defined topic areas.

For sound reasons, topic delineation dominates the format of textbooks, course supplementary materials, TV programmes and GCSE syllabuses. It will certainly continue to do so, although there needs to be an increased emphasis on the inter-relation of topic areas with each other and with additional considerations. Therefore the vocabulary and grammar parameters need to be defined within the format of a **topic** approach to work objectives.

If a textbook course forms the basis of the course, the chapter-by-chapter progression should not be allowed to dominate the format at the expense of an analysis of topics, skills, differentiated objectives, and grammatical and lexical items, and the framework of considerations listed above.

Objectives for each year therefore could be stated in terms of topics, grammatical function and lexical items, but these need to be selected and delivered in the context of the wide range of criteria described here.

Teaching materials

In addition to the criteria already discussed, it is necessary to bear in mind that the average class represents a wide spectrum of pupil need: that it is feasible that pupils in any one class will cover a range of attainment levels, and any individual pupil may be at different levels across the four attainment targets. It should also be borne in mind that the national curriculum report endorses the increasing emphasis on pupil autonomy and independence. An essential factor in providing for these needs is the range of teaching materials used:

- **The main course book in use in a department:** The course book may influence the order in which topics are taught, but cannot dictate it. Neither can a course book be considered a substitute for collecting and banking, in a retrievable fashion, a range of aids for teaching each topic in a variety of different ways, with a repertoire of targetted skills, varied activities, and differentiated objectives.
- **Other materials:** If a course book is the anchor of topic order, it is necessary to list supplementary aids to teaching each topic. These should

certainly include the main books on the market which offer sources of authentic target language on audiotape (e.g. in French *J'aime Écouter*, *Savoir Faire*, *Service Compris*), and videotape resources such as *Franchement*, *Vidéotheque* or *France Français*.

- **Supplementary aids** can be the most effective of all: the materials developed jointly by members of departments, or devised by individuals.

Many departments have now dispensed with the 'anchor' textbook, and built their schemes of work entirely on topic packs, using the kinds of materials described here, combined with selected chapters from courses. If this path is followed, it must be borne in mind that other difficulties arise which need to be addressed, for example pupils' need for a reference source; the needs of a pupil making up missed work after an absence; the importance of pupils and parents' grasp of the course as an entity; the need for a source of homework tasks, etc. This is a decision which each department can address as a team, in the light of its own circumstances and talents.

5 Writing the scheme of work: itemised checklists

As suggested earlier, it seems appropriate for the question of format for presentation of a scheme of work to be left to individual wishes. But it is necessary for there to be a consensus on the information which the user of any department's scheme of work can expect to find. That is the function of the checklists which appear here.

The checklists are not intended to impose a format of any kind, or to dictate content. They are intended as a set of guidelines, to be used as an aid to compiling the scheme of work. Departments will no doubt consider the items included in these checklists to be a minimum, and will want to add to them, although it is recognised that to attempt to record every single detail for each unit of work would not be practical. The intention is that a photocopy of the checklists can be made for each year group, and the items ticked off as the scheme of work for each year is prepared.

The checklists are divided into two main sections: general information, and course details. They make use of eight key concepts which are defined as follows:

- ★ **ACTIVITY:** the means by which pupils learn or acquire linguistic skills: for example, reading a magazine article, pairwork, or listening to a tape recording.
- ★ **ASSESSMENT:** the entire spectrum of methods of monitoring pupils' progress. This varies from the marking of individual pieces of work done in class and at home, to end of unit tests, graded assessments, GCSE examinations and, from September 1992, standard attainment tasks.
- ★ **DIFFERENTIATION:** the provision of appropriate tasks for all kinds of pupil need.
- ★ **LINGUISTIC OBJECTIVES:** the desired outcomes of the learning process: the pupil's ability to understand, control or manipulate defined linguistic items, or to be able to perform defined operations or transactions. So the linguistic objective is a combination of vocabulary, structure, topic and task.
- ★ **METHODS:** the teacher's strategies for achieving linguistic objectives, e.g. showing a video, using information gap exercises, working on advertisements, setting pairwork activities, etc.
- ★ **MONITORING:** the department's process of vetting its own effectiveness, for example by comparing policy with practice, or linguistic objectives with attainments.

- ★ **TASK:** a particular use of language, e.g. writing a letter, asking for information, extracting information from a news broadcast, etc.
- ★ **TOPICS:** the situational settings within which linguistic skills are developed. These will most likely coincide with the approximately sixteen topics specified by the GCSE boards, and the **areas of experience** defined in the national curriculum report. Much commercial material is organised along the lines of the GCSE topics. The topic may therefore also be the title of the course book chapter. However, 'Chapter 1' is not an adequate topic heading.

General Information 1:
The Department

Names of department members	
Languages known	
Languages currently taught	
Subjects other than languages taught, with number of lessons per week	
Other responsibilities in the school (e.g. head of year, deputy head)	
Timetables	

General Information 2:
Administration

Specify dedicated language teaching rooms	
Items of a/v hardware and their location	
Procedures for a/v servicing and repair	
Location of a/v software	
Storage and security arrangements	
Consumable stock arrangements	
Reprographics facilities in the department and in the school's AVA service	
Policy on reprographics: style, use, cost	
Funding	
Capitation	
Expenditure	
Departmental bank of teaching materials	

**General Information 3:
Organisation**

Teaching group organisation (mixed ability, sets, etc)	
Shape of school day; number of language periods per class per week	
Options	
Links (formal/informal) with other departments	
School trips and exchanges	

**General Information 4:
Policy**

The department's general aims and objectives re school, faculty, LEA	
The department's current priorities, major concerns, main objectives for the current and next school year; its role in the school IDP	
Cross-curricular policies on e.g. Bilingualism	
Equal opportunity	
The NCC priorities	
Community links	
Diversification strategies	
Statement on: Classroom management and procedure	
Appearance and layout of rooms	
Display: citing, subjects, objectives	
Relationship of layout, management,	
Display policies to methodology	

General Information 4:
Policy (cont.)

Criteria for good practice, e.g.:	
Use of target language	
Use of language assistant	
Communicative transactional approach	
Class links	
Differentiation of tasks and targets	
Use of group and pair work	
Managing pupil autonomy	
Meeting special needs	
Addressing TVEI criteria	
Use of Information Technology	
Homework:	
The school's policy	
The department's policy	
Frequency, kind, etc.	
Discipline:	
Department and school expectations, procedures	
Approved/recommended/discouraged/prohibited sanctions	

**General Information 5:
Assessment**

The school's criteria:	
Whole-school assessment procedures	
Recording and reporting pupils' progress	
Pupil Records of Achievement	
The department's criteria:	
Assessing progress in:	
Collaborative work	
Spoken tasks	
Receptive skills	
Policies on:	
Marking written classwork	
Marking written homework	
Correction	
Use of marks/grades/comments	
GOML scheme	
Unit testing	
Recording and certificating achievement	
Public examinations:	
Boards used	
Year 10-11 course assessment:	
Criteria for entry to elements and levels	
Procedure for administering SATs	
Recording and publishing results	
Monitoring and remedying underachievement	

Course details

The 'Course details' section forms a matrix for describing the programme of work for each year.

This section itself falls into two sections: for each year, there is firstly a 'whole year summary', in which the overall objectives for the year, together with the linguistic objectives and methods, are summarised.

Secondly, there is a checklist for expressing the plan of each individual unit of work.

Course Details 1: Whole Year Summary

YEAR	LANGUAGE:	
Summary of linguistic objectives maximum and minimum targets:		
Attainment Target 1		
Attainment Target 2		
Attainment Target 3		
Attainment Target 4		
Topics		
Levels of attainment		
Methods		
Course book(s) and Supplementary materials used:		
Books		
Audiotapes		
Videotapes		
Computer software		
Readers/reading schemes		
Homemade materials		
Other		

Course Details 2:
For Each Unit of Work

YEAR	LANGUAGE:	
UNIT NAME/NUMBER:		
Topic		
Timespan		
Linguistic Objectives:		
Relationship to:		
Attainment targets		
Profile components		
Programmes of study		
Cross-curricular objectives		
Areas of experience		
Revision items		
Main vocabulary items/structures		
Main grammatical concepts/constructions		
GOML target		
Teaching resources:		
chapter, page, index no., filing ref, etc:		
Coursebook		
Audiotape		
Videotape		
Resource book(s)		
Workcards		
Worksheets		
Readers		
OHP transparencies		
Other		
Methods/activities		
Differentiation strategies		

Notes

A CILT series for language teachers

3

**It is clear that in the context of the National Curriculum
a detailed and coherent scheme of work is an
essential requirement for the effective
languages department.**

**Such a scheme should communicate the department's
philosophy, its objectives and criteria for good
practice, and its methodology and resources.**

**Laurie Kershook has written a sharply focused
and practical guide on how to develop such
a scheme of work.**

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34